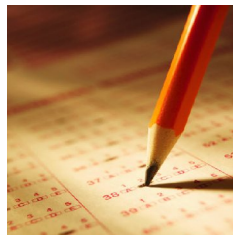


NAAAC

National Alternate Assessment Center
UKY NCEO UNC-Charlotte CAST
UI-UC

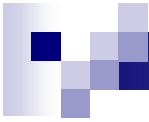


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Presenters

- Dave Malouf – OSEP - Introduction
- Sue Rigney – OESE – Collaborative Efforts
- Jacqui Kearns – NAAC – Alternate Assessments
- Cindy Bryant- OSEP- Discussion Facilitator



Collaboration with OESE & NH EAI

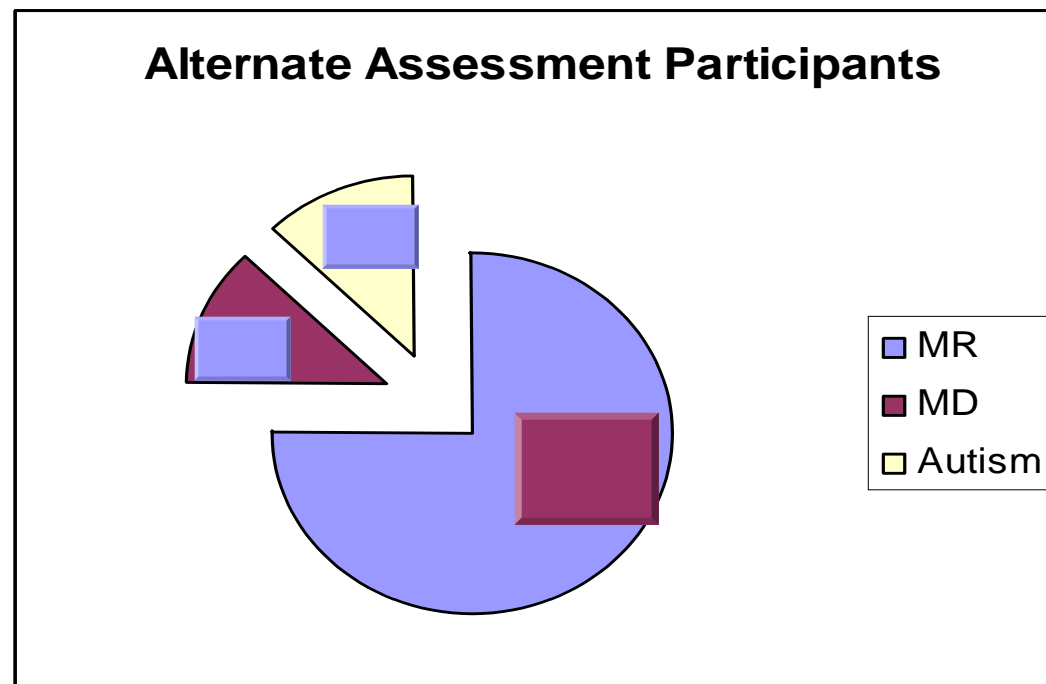
- New Hampshire Enhanced Assessment Initiative funded by OESE.
- Mirrors research Focus I of Center- Technical Quality
- Convened Measurement, Severe Disabilities, and Curriculum experts to articulate a theory of learning for assessments based on alternate achievement standards.



Content v Achievement Standards

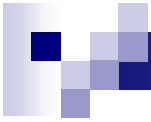
	<i>Gen'l Assmt</i>	<i>AA-GLAS</i>	<i>AA-AAS</i>
<i>Content Standards taught and assessed (access and alignment targets)</i>	Grade level	Grade level	Grade level, w/ extension or expansion to entry points
<i>Achievement Standards</i>	Grade level	Grade level	Alternate level
<i>Participating Students</i>	Most students, including those with disabilities, (with or w/o accommodations)	Students with disabilities who need alternate way(s) to show what they know	Students with significant cognitive disabilities

More Different than Alike





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Terms to Understand

- Content Standards
 - Specify what students should know or be able to do (Language Arts, Mathematics...)
- Achievement Standards
 - How good is good enough (Level of proficiency)
 - Grade-level Achievement Standards
 - Alternate Achievement Standards (1% rule)



Research Findings on Alternate Assessments (Browder et.al)

- Survey
- Review of the literature
- Alignment studies



Special Education Teacher

■ Agree

- ☐ Students have high expectations set by the state
- ☐ Benefits to having students included in accountability system

■ Disagree

- ☐ Students have greater access to the general curriculum
- ☐ Teacher has greater knowledge of general curriculum

Flowers, Ahlgrim-DeLzell, Browder, & Spooner (submitted). *Teachers' Perceptions of Alternate Assessments*



Administrators Survey

■ Agree

- ☐ AA helps teachers track student progress
- ☐ AA beneficial to student learning outcomes

■ Disagree

- ☐ Special education teachers have greater knowledge of gen ed curriculum
- ☐ AA has raised special education teachers expectations for students

Ahlgrim-Delzell, Flowers, & Browder (submitted). *School Administrators' Perceptions of the Impact and Consequences of Alternate Assessments*



Parents Perception

■ Agree

- ☐ Important for child to learn basic academic skills

■ Disagree


- ☐ Child participates in more general education curriculum
- ☐ State sets high expectation for my child

Ahlgrim-DeLzell & Browder (2003). *Parent Survey—Unpublished*.



Research on Academic Interventions

- We are conducting comprehensive literature reviews on acquisition of academic skills by students with moderate and severe disabilities
- Have found 190 studies to date; 47 with students with severe cognitive disabilities
- There is emerging evidence that this population can acquire academic skills
- Limitation in types of academic skills addressed- mostly sight words and money

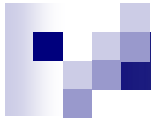


To what extent do alternate assessments align with grade level content standards?

- Overall alignment strong
 - 78-94% of alternate assessment items in three states could be directly linked with one of their grade level academic content standards for reading & math
- Less breadth and depth than recommended for general education assessments
 - Fewer objectives sampled; fewer items per standard; less balance across objectives than recommended for general education
 - Depth of knowledge at all levels, but skewed to more basic levels of knowledge

Flowers, C. Browder, D., & Ahlgrim-DeLzell, L. (In press). An analysis of three states' alignment between language arts and mathematics standards and alternate assessments. *Exceptional Children*.

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Problems with AA-AAS

Grade Level Curriculum Instruction with Expectations for Content Area Learning

Where some have landed...

- Curriculum involvement with lower grade level standards
- Curriculum involvement with no expectations to learn
- Content involvement with no curriculum connection
- Student performance in a separate curriculum

Grade level standard – intent remains	Grade level curriculum instruction	Grade level materials with supports as needed	Expectations for learning towards standard	=	Alignment
Lower grade level standard either in the context of grade level or below curriculum instruction non adherence to the intent of the standard or focus on Pre-requisite skills					Alignment
	Content involvement but no instruction on curriculum on the intent of the standard or Access skills				Alignment
		Different materials are used for instruction rather than adapting or providing assistive technology			Alignment
			No expectations for learning – emphasis on access skills/different curriculum		Alignment



NAAC

3 Research & Demonstration Areas

■ Alternate Assessments

☐ Define Technical Quality

- Alternate Achievement Standards (AA-AS)
- Grade-level Achievement Standards (AA-GLS)


☐ Alignment with Grade-level Content Standards

☐ Determine Effective Practices Assessment Development



NAAC Partners

- National Center on Education Outcomes
 - NCEO
- University of North Carolina – Charlotte
 - Diane Browder
- CAST
 - Universal Design
- University of Illinois – Urbana-Champaign
 - Evaluation



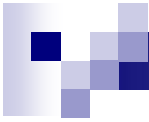
NAAC Technical Assistance & Dissemination

- develop technical assistance materials for use by states in the design and redesign of alternate assessments
- disseminate research findings.



Features

- Prestigious Technical Experts
- Diverse Advisory Panel
- Multiple research methods
- Team of Investigators
- Theory Driven



Model Demonstration

- State Partners will participate in research and Model Demonstration Projects
 - ☐ New Hampshire
 - ☐ Massachusetts
 - ☐ Colorado
 - ☐ New Mexico
 - ☐ Kentucky
 - ☐ Kansas
 - ☐ North Carolina
 - ☐ Michigan
 - ☐ South Carolina
 - ☐ Iowa